**6 Passages**

**#1-** “New York City manages expertly, and with marvelous predictability, whatever it considers humanly important. Fax machines, computers, automated telephones and even messengers on bikes convey a million bits of data through Manhattan every day to guarantee that Wall Street brokers get their orders placed, confirmed, delivered, at the moment they demand. But leaking roofs cannot be fixed and books cannot be gotten into Morris High in time to meet the fall enrollment. Efficiency in educational provision for low-income children, as in health care and most other elementals of existence, is secreted and doled out by our municipalities as if it were a scarce resource. Like kindness, cleanliness and promptness of provision, it is not secured by gravity of need but by the cash, skin color and class status of the applicant.”

**#2-** “The crowding of children into insufficient, often squalid spaces seems an inexplicable anomaly in the United States. Images of spaciousness and majesty, of endless plains and soaring mountains, fill our folklore and our music and the anthems that our children sing. “This land is your land,” they are told; and, in one of the patriotic songs that children truly love because it summons up so well the goodness and the optimism of the nation at its best, they sing of “good” and “brotherhood” “from sea to shining sea.” It is a betrayal of the best things that we value when poor children are obliged to sing these songs in storerooms and coat closets.”

**#3-** “Towns on the Bluffs are predominantly white and do not welcome visitors from East St. Louis.”

**#4-** “The New York State Commissioner of Education cautions parents not to make ‘the judgment that a district is good because the scores are good, or bad because the scores are bad’.”

**#5-** “My students also have to work much longer hours than suburban children to earn money after school. Then there is the lack of health care and the ugly poverty on every side. Nonetheless, they have to take the same tests as the kids in Cherry Hill.”

**#6-** “Only 27 percent of adults in the area have finished high school. Welfare dependence is common, but, because the people here identify the welfare system with black people, many will not turn to welfare and rely on menial jobs; better-paying jobs are quite beyond their reach because of heir low educational levels.”

**6 Questions**

**#1-** Does more money lead to better schools?

**#2-** Should schools be the highest priority in our society?

**#3-** When testing students (SATs, CAPTs…), should demographics be taken into consideration?

**#4-** Are standardized tests accurately reflecting the the intelligence of students across the country?

**#5-** How do cities go about getting more funding for their schools?

**#6-** What should be the first step in bettering these schools that Jonathan Kozol talks about?